

Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class

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Abstract

This study is aimed at describing the implementation of flipped classroom learning model and analyzing the impact of this learning model on students' satisfaction on Grammar class. This study was conducted at Universitas Teknokrat Indonesia. The participants of this study were 48 students of English Education study program who enroll Intermediate Class. The design of this research was descriptive qualitative. Data were obtained from observation, questionnaire and interview. Observation technique was used to gain information on how flipped classroom learning model implemented. Questionnaire consists of 13 statements and participants may respond on the level of strongly agree, agree, neutral, disagree and strongly disagree to gain information about impact of flipped classroom learning model toward students' satisfaction. Interview was administered to strengthen the data of questionnaire. The results of this study were flipped classroom learning model has been well-implemented in teaching grammar. This learning mode broke the physical limitation between students and lecturers. Another result of this study was the students satisfy with the learning process carried out using flipped classroom. It was found that flipped classroom was easy to implement, promote self-directed learning and improve grammar knowledge. It can be suggested that flipped classroom learning model is an alternative mode incorporating education with technology advancement.

Keywords

Blended learning
Flipped classroom
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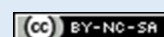
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Introduction

English is an international language used by all people in the world in interacting and communicating. In Indonesia, English is studied as a foreign language. Therefore, English learners in Indonesia must be extra hard to learn English because this language is not used in everyday conversation. The indicator of success in learning a language is that someone is able to use the language to communicate with other people. In fact, according to Astrid, A (2011), the main problem in learning English is that students lack mastery of English grammar, especially on how to compose sentences, how to use proper conjunctions and verbs according to changing times. This problem can cause misunderstanding in communication. Therefore, we need a learning model that can make it easier for English learners to understand and master English.

In order to find solutions to the above problems, an effective learning model is needed. The role of technology in learning English in the 21st century is very important. One of them is the internet. The internet makes it easy for lecturers and students to access teaching materials through several websites. In addition, the Internet also facilitates lecturers and students to interact remotely through several platforms. In fact, the government has currently provided a program called an Online Learning System (SPADA). This program was initiated by the Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education in order to increase equal access to quality learning in Higher Education.

The use of SPADA in learning is a form of the application of Blended Learning. The terms of blended learning has attracted attention among educators and researchers in higher education as a new mode of teaching and organizing all process of education all over the world. This term is well-known as the combination of face-to-face learning and online learning which is blended into one activity (Graham, 2006). The purpose of administering blended learning is to provide wider students' learning and promote students-centered learning. As the popularity increased, the demand of highly professional and personal development of educators is increased.

One learning model that can be used in learning by utilizing technology is the Flipped Classroom model. Flipped classroom is a learning model that uses video as a teaching medium. This video will contain an explanation of the material that will be discussed in class. Students and lecturers can access this video with the help of the internet. In addition, learning videos can also be studied over and over again at anytime and anywhere so that it makes it easier for students to understand the material presented. Furthermore, lecturers can take advantage of class time to provide reinforcement in the form of practice questions and other instructions. In other words, the role of video in the flipped classroom learning model is to minimize the time for lecturers to explain material in front of the class. Based on the explanation above, the researchers are interested in conducting research on the implementation of flipped classroom learning model and its impact on students' satisfaction on Grammar class.

Grammar is a description of the structure of a language and the way linguistic units such as words and phrases are combined to produce sentences in that language. Usually it is necessary to consider the meaning and function of these sentences in the whole language system. It may or may not include descriptions of the sounds of a language" (Richard & Schmidt, 2002). In language learning that is interactive and communicative, the most important thing that needs to be considered is the learner's learning strategy in understanding and producing language.

Learning grammar implicitly involves learning various grammatical patterns of sentences without paying special attention to form and without explaining grammatical patterns. Ellis (in Richard and Schmidt, 2002) says that in learning grammar, language learners deduce the grammatical pattern of sentences from given sentences, without explanation. Meanwhile, Schmidt said that in language learning, attention to language elements is still needed. Based on some of the opinions of these experts, it can be concluded that there are

two kinds of language learning strategies (including grammar), namely: (1) language learning strategies by increasing the language learning experience (exposure) or interaction with various language learning resources, for example reading newspapers, watch English broadcasts on TV, and communicate with native speakers.

Bower (in Santosa 2017) argues that there are four functions if we understand good grammar, among them are to determine the level of language awareness skills and classify them into intermediate or advanced levels of the learner himself, to build abilities and mastery of learning in communicating using grammar properly according to the rules of grammar itself, utilizing nature as a learning tool to communicate using English grammar itself, to find out the form of formal language according to sentence rules in English and understand the meaning of the sentence itself to make it easier to teach and learn grammar. Burke (in Santosa 2017) found that in English grammar, the words used to compose a sentence can be divided into eight groups or called The Eight Part of Speech, including the following: Noun, Verb (Verb), Adjectives (Adjective), Adverbs (Adverb), Pronouns (Pronouns), Propositions, Conjunctions, and Interjection. These eight groups of words are the most important parts of grammar which must be understood and understood by someone who wants to learn English.

Blended learning is a learning model that combines face-to-face learning with e-learning. Blended learning is a new concept in learning where the delivery of material can be done in class and online (Bielawski and Metcalf in Husamah 2014). Moebs and Weibelzahl (in Husamah 2014) define blended learning as a combination of online and face to face in learning activities. Then Graham (in Sari, 2014) states that the definition of blended learning that is often delivered is learning that combines learning media, learning that combines learning models and learning theories, and learning that combines face-to-face learning (face-to-face) with online learning.

The learning process will be greatly helped if it is done using blended learning. Students can adjust their respective learning styles. Thus, they are able to maximize their existing potential to gain knowledge widely via the internet and communicate with teachers in class. In general, the blended learning model can be explained in the flow division as below.



According to Johnson (2013), the Flipped classroom learning model is a learning model that is given by minimizing the amount of direct instruction in teaching practice by maximizing interactions with one another. By utilizing technology, this learning model provides additional supporting learning materials for students that can be accessed online. This frees up class time that has previously been used for learning. The flipped classroom learning model is a model in which in the learning process, students learn lesson material from home learning videos before the class starts and teaching and learning activities in class in the form of assignments, and discussions about material or problems that have not been understood. Difficulties can be directly consulted with friends or with lecturers so that problems can be solved immediately.

The flipped classroom learning model basically relies on the use of several functioning digital technologies and tools such as videos, presentations and websites, but video is the latest technology to reverse the use of

learning. Videos are easy to make, popular, and available everywhere. Lecturers are responsible for providing learning resources in the reverse learning model either by designing them themselves or assigning them on the internet. These resources should be prepared in high quality, simply designed and linked with targeted educational content. Deslauriers et al. (2011) found that the flipped classroom learning model can increase student activity by 45% to 85% and student learning outcomes by a percentage of 75%.

Method

This research used qualitative design developed by Creswell Model (2012). The participants of this research were 48 students of English Education study program of Universitas Teknokrat Indonesia that enroll Intermediate Grammar class. The selection of participants and the course is based on some consideration. First, the participants were chosen because they were under supervision of the researchers who were also as the lecturers of intermediate grammar subject. Second, Universitas Teknokrat Indonesia was chosen because it was easier for the researchers to conduct research there since the researchers were active lecturers from the university. Third, the facilities provided by the university were complete and support the learning process. Moreover, the university has implemented the long-distance learning by using learning management system called SPADA (Sistem Pembelajaran Dalam Jaringan). This tool supported the researchers to conduct flipped classroom model as an alternative way to carry out teaching and learning in digital era.

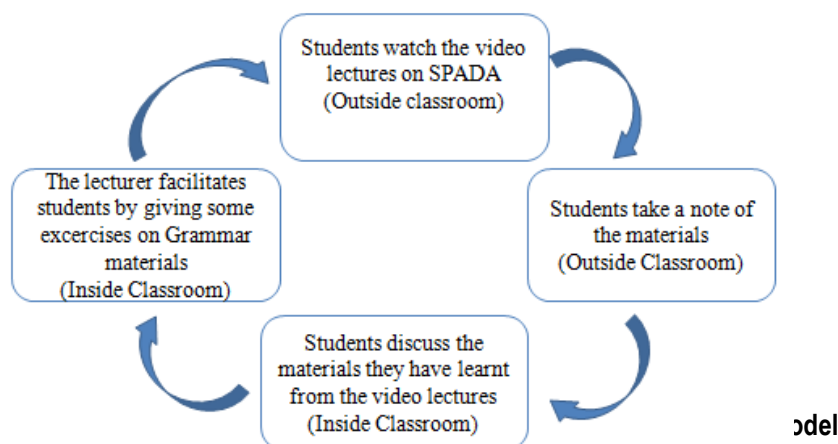
The instruments used in this research are observation, questionnaires and open-ended interview. The observation was done to describe the implementation of flipped classroom model in grammar class. The questionnaires were developed by using Likert Scale consisting 13 statements scaled 5 started from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The students' response toward questionnaires varies. Questionnaires were given to measure the students' satisfaction after employing flipped classroom in intermediate grammar class. The results of questionnaire were analyzed by using mean score and standard deviation (SD). The questionnaires were interpreted based on the level of strongly disagree (1.00-1.80), disagree (1.81-2.60), neutral/moderate (2.61-3.40), agree (3.41-4.20) and strongly agree (4.21-5.00) (Sari, F. M., & Wahyudin, A. Y.; 2019).

The researchers also employed interview to gain more detail information about the students' satisfaction on using flipped classroom. The interview was directed based on the following questions: what do you think of flipped classroom model when it is implemented in learning grammar? And what are the benefits of employing flipped classroom model?

Discussion

1.1 The Implementation of Flipped classroom in Grammar Class

Based on the research result, the Flipped Classroom learning model is well implemented by lecturers and students. The implementation is done into four stages. Each stage can be seen on the following picture.



Stage 1

At this stage, the lecturer prepares a classroom for the English grammar course on the Online Learning System platform owned by the Universitas Teknokrat Indonesia. Furthermore, students who take this course are required to enroll. Lectures begin with face-to-face activities where the lecturer explains the course contract for the next semester. In the contract, it was also explained that the learning model to be applied was the Flipped Classroom learning model. The goal is for students to understand the learning model to be applied. In practice, the lecturer instructs students that after a face-to-face meeting, the lecturer will upload the learning video in the classroom at SPADA. This learning video is expected to be studied by students outside the classroom. The material in this video will be discussed at the next meeting. It is hoped that students can carry out learning independently by paying attention to the material presented in the video. Students are also allowed to have discussions with their peers. Videos taken by lecturers are videos sourced from the Youtube channel. The selection of videos is based on adapting the material to the learning objectives to be achieved. Apart from that, the video quality is also a consideration for lecturers in choosing videos. Videos with good picture quality, clear voice and use of Standard English by the speaker are considered by the lecturer. This is expected to increase student enthusiasm in carrying out independent learning outside the classroom. Apart from that, students are also allowed to play videos repeatedly if they need more exposure in understanding the material presented. In practice, lecturers only upload video links to classrooms at SPADA. Furthermore, students can view the video by copying the video link on the Youtube Channel.

Stage 2

In this second stage, students are instructed to note important things related to the material presented. Students also need to note things that they cannot understand. In this case, students are provided with an English grammar learning module. It is intended that students have various sources related to the material being discussed. The material presented in the video can be confirmed with the material contained in the module so that students can clearly understand the material presented. The aspect involved in this second stage is independent learning. Students independently understand teaching material and apply student-centered learning.

Stage 3

In this third stage, students take face-to-face learning in class. In its implementation, students hold discussions with peers regarding the material presented at SPADA. In discussion activities, elements of collaboration and group discussion are applied. This is so that students can explain to each other what they have understood and then they get the same understanding related to the material being discussed. In this case, the lecturer acts as a facilitator in charge of monitoring student discussion activities. Lecturers also provide opportunities to ask students if there is material that cannot be understood.

Stage 4

The fourth stage or the last stage of the application of the flipped classroom model is that students are given practice questions related to the material that has been discussed. These practice questions come from the learning module which is owned by all students. Then, lecturers and students discussed these questions together as an effort to evaluate English grammar learning.

Based on the stages above, it can be seen that students are exposed to personalize the video lectures and it presents opportunities for the students to watch the video over and over as an effort to comprehend the materials (Basal, 2015). The video lectures has contributed to the students' needs (Stray, 2007). As the students have their level in comprehending the materials, personalizing the video lectures leads students to have their own progress in learning; some students might be fast in understanding the materials, some others take more time to complete the materials, or even another ones need to repeat the video. (Parsons & Beauchamp, 2012). Since flipped classroom learning model combines face-to-face learning and online learning, it is confirmed that this learning model has broken the limit of classroom hours. Both students and lecturers experience outside learning experience that break the physical limitation as it is in face-to-face class. Lastly, the implementation of flipped classroom learning model has made us realize that this learning model

has an unstoppable connection between students, lecturers, and materials which can be reached out by using Learning Management System called SPADA.

4.2. Impact of Flipped Classroom Learning Model on Students' Satisfaction on Grammar class

The result of mean score and standard deviation on students' satisfaction scale on using flipped classroom in intermediate grammar can be seen on the table below.

Table 1. Impact of Flipped Classroom Learning Model on Students' Satisfaction on Grammar class

No	Statements	Mean	SD
1	Flipped classroom model accommodates to the objective of learning	4,04	0,68
2	My language learning is improved after using flipped classroom	4,21	0,62
3	Flipped classroom provides tools that support me acquiring English	3,81	0,61
4	I am trained to have critical thinking in conducting flipped classroom model	3,96	0,62
5	content and materials presented in the video are clear	4,02	0,60
6	The structure of the learning is clear	4,23	0,59
7	Multimedia and technology contributes more on the successful of learning	4,08	0,61
8	I am given freedom on how to learn in flipped classroom model	3,98	0,64
9	Flipped classroom provides an interesting model of learning	4,02	0,60
10	It is easy to apply flipped classroom model using SPADA	4,06	0,63
11	My skills are developed; English, technology literacy, and others.	4,17	0,66
12	I can conduct long distance learning anytime and anywhere	4,02	0,67
13	I enjoy learning grammar using flipped classroom model	4,02	0,73

Based on the table above, it can be seen that the mean score of each statement reach the level of 3,96 and above. It can be concluded that the participants of the study satisfy with the flipped classroom model implemented in intermediate grammar class. Flipped classroom helps students to meet the learning objectives. By flipping the class, the students easily comprehend the content of the subject. Thus, it helps them meet the objective of the learning (Homma, 2015). In addition, the students found that their language learning is improved. This notion is confirmed that flipped classroom improve students' language learning in terms of speaking skill (Suryani, A, 2014; Obari & Lambacher, 2015), listening comprehension (Han, 2015; Hung, 2015; Kang, 2015), grammar, vocabulary, idiomatic knowledge as well as students' confidence (Han, 2015; Hsieh, Wu & Marek, 2016; Kang, 2015).

The students believe that flipped classroom provide tools that support the learning. As provided by SPADA, the students can view teaching video, read the materials, discuss the materials in discussion forum, and submit the assignment. These tools enable students to carefully comprehend the materials. Flipped classroom provides some features in the form of a short online quiz and e-communication tools that lead students to have fast response on the lecturers' questions. Thus, this learning model makes the learning become productive, engaging, interesting and enjoyable. Consequently, it promotes students' satisfactory and reduce anxiety (Kang, 2015; Kostka & Brinks Lockwood, 2015; Haake, 2013; Han, 2015; Hsieh et al., 2016). Another satisfactory scale of conducting flipped classroom viewed from students' perspective is that students were trained to have critical thinking. It is confirmed that students have activities on reading, reviewing and comprehending the materials outside of the classroom. Then, the students' comprehensions toward the materials are brought into the classroom. Activities provided in the classroom include discussion, problem solving, critical thinking, group work, and others. Thus, this activity promotes the student-centered learning where the lecturers take role as facilitators (Alsowat, H., 2016).

Students believe that materials provided in the form of teaching video are clear. The students are given chance to replay the video over and over until they get the idea of what being discuss in the video. In this case, the lecturer and educator might provide their best version of choosing the materials, method, and ways in conducting flipped classroom. Thus, individual strengths of lecturers play important role in succeeding the learning process. In short, lecturers' professional development support the flipped teaching (Bergman & Sams,

2014). On the other hand, the students do agree that the structure of the learning using flipped classroom is clear. Provided by two learning models; outside and inside the classroom in discussing one topic, learning process is seen as an integrated and complex activity. Thus, the students need to engage in activities that shape their prior knowledge. The activities are structured so that students can conduct learning until the end (Foote, Vernetta & Battaglia, 2001; Keengwe et al., 2014)

In this digital era, teaching and learning is seen as complex activities that not only take place in the classroom, but also make use of multimedia and technology. The students do agree that the use of technology in language learning support the successful of learning itself. It is confirmed that utilizing technology in the classroom is a solution to support language learning, promote self-directed learning, enlarge students' exposure on English, and improve students' level of English proficiency (Alresheed, et al., 2017; Al-Kathiri, 2015; Al-Okaily, 2015; Al-Shehri, 2011). Thus, flipped classroom model mediated through technology enables students to acquire target language. Moreover, technology provides students to have distance learning. This mode of learning points out on its strengths toward its accessibility and adaptability. Connected to internet, flipped classroom can be access anytime and anywhere. Applying blended learning promotes students' engagement and independency of learning (Mandasari, 2020).

To strengthen the satisfactory scale on using flipped classroom, the researchers administered interview. Most students found that flipped classroom model is easy to implement, promote students' self-directed learning, and help to improve their grammar knowledge. The following data are the result of interview on students' opinion toward implementing flipped classroom model.

- S-1 *"I have no problem with flipped classroom model. I think I can cope with the learning process. I can watch the video of learning from SPADA more than once. Then, I take note of the important point on the materials. In offline learning, I discuss the materials with my friends. It is enjoyable".*

- S-4 *"I am quite interested on learning English using flipped learning because it gives me more time to study at home. Materials uploaded on SPADA is complete".*

- S-5 *"Implementing flipped learning is such an interesting learning because the materials given on SPADA is clear. So, when I get into the classroom, I have already understood the materials that will be discussed. I think it is much more efficient".*

- S-10 *"I am not surprised on using SPADA in learning English because all subjects use SPADA to conduct blended learning. I think this learning mode is implemented well".*

- S-11 *"Using SPADA helps me to learn by myself. Solving problem by myself is quite challenging. Sometimes I asked my friends when I get difficulty in comprehending the materials".*

- S-12 *"I have my own schedule when to study and I am quite strike on it. From this, I always make myself ready to study, so that I can focus on some subjects, including intermediate grammar. So, I think I always learn by myself and it is much more fun".*

- S-13 *"I think I can study alone at home because I can access SPADA anytime and anywhere. I always spend my evening time to watch the video of grammar materials while I complete the exercise".*

- S-15 *"Explanation given on the video is quite clear. I don't find any problem comprehending the video. So, I think I could understand the knowledge of grammar".*

- S-17 *"I found that there is improvement on my grammar knowledge. I know how to use conditional sentences, adjective clause, noun clause, and others".*

The above result of interview shows that the students view flipped classroom as an effective learning model. Some students do not get any difficulty in engaging themselves into technology-based learning. Adopting flipped classroom model enhance students to master English grammar knowledge (Al-Harabi et al., 2016). In addition, implementing flipped classroom fosters students' self-learning opportunities. Being given video lectures enables students to individually activate self-learning. However, it also gives possibility for them to

clarify the undefined and ambiguous materials to their peer and lecturers. It proves that flipped classroom involve self-active learning and collaboration (Al-Harabi et al., 2016)

Conclusion

This study tried to open path in front of the researchers, lecturers and professionals in higher education and propose the solution toward obstacles faced by Indonesian EFL learners in mastering English grammar knowledge since it is considered as important part in learning foreign language. Therefore, this study was conducted to describe the implementation of flipped classroom learning model as a alternative strategy to limit the obstacles. In addition, this study also analyze the students' satisfaction during using flipped classroom model in grammar class. The finding shows that flipped classroom learning model has been implemented well by following the four stages that include inside and outside classroom activities supported by Learning Management System called SPADA. Moreover, the results of questionnaires and interview show that students satisfy toward the learning model. The students' satisfaction were in the area of easiness to conduct learning, availability of opportunity to conduct self-directed learning, and improvement on English grammar knowledge. In short, flipped classroom learning model activates students' self-learning by providing interesting materials thorough video lectures as well as collaboration on discussing the materials in the classroom. Finally, the researchers recommend the use of flipped classroom as an alternative solution that bring conventional and technology-based learning into the classroom.

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